

**Copenhagen Central School District
Academic Intervention Support (AIS) Plan
K-12
2022-2024**



Table of Contents

[Copenhagen Central Mission Statement](#)

[Belief Statements](#)

[CCS BOE Response to Intervention \(RtI\) Policy](#)

[CCS BOE Academic Intervention Services \(AIS\) Policy](#)

[Progress Reports](#)

[CCS AIS Entrance and Exit Criteria](#)

[CCS Entrance Letter \(sample\)](#)

[CCS AIS Exit Letter \(sample\)](#)

[Resources](#)

Copenhagen Central School Mission Statement:

"Our mission is to be a community of learning, where all students are afforded a variety of educational opportunities; where measurable graduation outcomes are established which guarantee the education of the whole student; and where an atmosphere of respect, caring and trust promotes success and focus on student responsibility."

Developed by the Copenhagen Central School Board of Education and adopted January 26, 1993. Revised by the Copenhagen Central School Board of Education and adopted October 26, 2009.

Belief Statements:

- All students can learn at their own pace and developmental level.
- All regular and special education staff share the responsibility for all students' learning.
- All students will benefit from effective planning and professional collaboration.
- Educators need support to provide alternative means of testing and assessing students' learning, including behavioral management strategies.

CCS Board of Education Policy Response to Intervention (Rtl)

Adopted June 28, 2021

Response to Intervention (Rtl) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's regulations, the District has established administrative practices and procedures for implementing District-wide initiatives that address an Rtl process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate Rtl services pursuant to Commissioner's regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The New York State Education Department (SED) has released a guidance document to assist school districts in designing and implementing an effective Rtl process, which includes, but is not limited to, information regarding regulatory requirements, quality indicators, staff development, tools to assist districts in selecting a specific model and procedures for the use of Rtl data in determining if a student has a learning disability. This guidance document is available on the SED's official website.

The District has established procedures for identifying students with learning disabilities that use a research-based Rtl process prior to, or as part of, an individual evaluation to determine whether a student has a learning disability. An Rtl process is required for all students in grades kindergarten

through grade 4 suspected of having a learning disability in the area of reading. Rtl cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

Minimum Requirements of District's Rtl Program

The District's Rtl process will include the following minimum requirements:

Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's regulations, means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. Instruction in mathematics, per Commissioner's regulations means scientific, research-based math programs that include explicit and systematic instruction in fact fluency, concept development and problem solving;

Screenings will be provided to all students in grades K-5 in Reading and in Mathematics, in September, and throughout the year to identify those students who are not making academic progress at expected rates. Assessments will be research-based and norm-referenced;

Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;

Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards. The performance in reading and math of all students in kindergarten through grade five are monitored at least at the end of each instructional unit. Classroom teachers adjust instructional strategies, including the use of small group instruction and alternate teaching methods, to intensify instruction for students not meeting curriculum and grade expectations;

A team consisting of general education and SPED teachers, along with service providers (OT, PT and Speech) will review and apply information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and

Written notification to the parent when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's regulations;

Strategies for increasing the student's rate of learning; and

The parents' right to request an evaluation for special education programs and/or services.

Structure of Rtl Program

A Multi-Tiered System of Support (MTSS), a data-driven, problem-solving framework to improve outcomes for all students, will be implemented district wide. As a way to align academic supports to improve education for all students a three tiered system will be implemented. Student support teams, which may include but are not limited to general education teachers, special education teachers, reading/math specialists, instructional coaches, school psychologist, and other related service providers (OT, PT, Speech) will be responsible for implementation of the District's Rtl policy.

Student Support Teams (SSTs), whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math coordinators, designated administrators, and other individuals deemed appropriate by the District, will be available for each building or grade level classification to address the implementation of the District's Rtl process.

The SST's responsibilities will include, but are not limited to, the following:

Determining the level of interventions and student performance criteria appropriate for each tier of the Rtl model;

Analyzing information and assessments concerning a student's Rtl and making educational decisions about changes in goals, instruction, or services;

Determining whether to make a referral for special education programs or services.

Types of Interventions

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

All students in grades K-5 will be screened three times per year in September, January and April in Reading and Math using nationally normed screening tools. The SST will review the data for students falling below the established benchmark. It is expected that use of tiered levels of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

Tier One instruction is provided to all students in the general education setting. The use of scientific, research-based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative

core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment, and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two Level of instruction.

Tier Two Instruction

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being "at risk" and who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions provided to all students in the general education setting. These services typically consist of individual or small group instruction tailored to meet the needs of the students in the group.

Tier Two instruction may be provided by specialized staff such as reading and math teachers, tutors, speech therapists, school psychologists, and/or school counselors as determined by the SST.

At the conclusion of Tier Two instruction, the SST will review the student's progress and make a determination as to whether Tier Two interventions should be maintained, the student returned to the general education classroom if satisfactory progress is shown, or referred for Tier Three instruction.

Tier Three Instruction

Tier Three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student, and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Tier Three instruction may include longer periods of intervention program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier Three instruction will be provided by those specialists, as determined by the SST, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the CSE.

Progress monitoring on a continuous basis is an integral part of Tier Three and the student's response to the intervention process will determine the need or level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The SST will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as

warranted. This data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the District's Rtl program and make modifications to the program as deemed necessary.

Manner and Frequency for Progress Monitoring

The SST will monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team will meet with the student's teacher(s) and determine if further adjustments must be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress will be an ongoing part of the Rtl program from the initial screening to completion of the Rtl process as applicable. Parents may also request that the SST review their child's progress.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the Rtl process being implemented) will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and performance charts will be plotted at the completion of the instructional period or intervention process.

34 CFR Sections 300.309 and 300.311

Education Law Sections 3208, 4002, 4401, 4401-a, 4402, and 4410

8 NYCRR Sections 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

CCS Board of Education Policy Academic Intervention Support (AIS)

Adopted June 28, 2021

The Board will provide to students at risk of not achieving state standards with AIS. AIS means additional instruction which supplements the instruction provided in the general education curriculum and assists students in meeting those state learning standards as defined in Commissioner's regulations and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance. The District will identify students to receive AIS through a two-step identification process set forth in Commissioner's regulations.

The District will provide AIS to students who are limited English proficient (LEP) and are determined, through uniformly applied District-developed procedures, to be at risk of not achieving state learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language.

The District has developed a description of the AIS offered to grades K through 12 students in need of these services. The description includes any variations in services in schools within the District and specifically sets forth:

- a. The District-wide procedure(s) used to determine the need for AIS;
- b. Academic intervention instructional and/or student support services to be provided;
- c. Whether instructional services and/or student support services are offered during the regular school day or during an extended school day or year; and
- d. The criteria for ending services, including, if appropriate, performance levels that students must obtain on District-selected assessments.

The District will review and revise this description every two years based on student performance results.

Parental Notification

- a. Commencement of Services: Parents or persons in parental relation to a student who has been determined to need AIS will be notified in writing by the building principal. This notice will be provided in English and translated into the parent's native language or mode of communication, as necessary. The notice will also include a summary of the AIS to be provided to the student, why the student requires these services, and the consequences of not achieving expected performance levels.
- b. Ending of AIS: Parents or persons in parental relation will be notified in writing, on paper or electronically, when AIS is no longer needed. This notice will be provided in English and translated to the parent's native language or mode of communication, as necessary.

Parents will be provided with ongoing opportunities to consult with the student's teachers and other professional staff providing AIS, receive reports on the student's progress, and information on ways to work with their child to improve achievement.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.

Education Law Sections 3602, 4401, and 4401-a

8 NYCRR Sections 100.1(g), 100.1(p), 100.1(r), 100.1(s), 100.1(t), 100.2(v), 100.2(dd)(4), 100.2(ee), 200.2(b)(7), 200.4(a)(2), 200.4(a)(9); 200.4(c), and Part 154

Progress Reports

The AIS provider will monitor student progress in AIS, meet with the classroom teacher regarding student progress, and comment on their progress on their interim and report cards.

CCS AIS Entrance and Exit Criteria:

Grades K-5 ELA	
Entrance Uniformly applied procedure using multiple assessments for identifying eligible students including criteria:	Exit Uniformly applied procedure using multiple assessments for determining a student no longer requires services including criteria:
Developmentally appropriate measures: <ul style="list-style-type: none"> ● CKLA Unit Tests (Average score is below 70%) <ul style="list-style-type: none"> ○ Reading Comprehension ○ Grammar ○ Morphology ○ Word Recognition ○ Fluency ○ Dictation ○ Blending and/or: <ul style="list-style-type: none"> ● NYS ELA Exam <ul style="list-style-type: none"> ○ 4th Grade (scores below 3rd grade NYS cut score) ○ 5th Grade (scores below 4th grade NYS cut score) 	Developmentally appropriate measures: <ul style="list-style-type: none"> ● CKLA Unit Tests (Average is above 70%) <ul style="list-style-type: none"> ○ Reading Comprehension ○ Grammar ○ Morphology ○ Word Recognition ○ Fluency ○ Dictation ○ Blending and/or: <ul style="list-style-type: none"> ● NYS ELA Exam <ul style="list-style-type: none"> ○ 4th Grade (scores below 3rd grade NYS cut score) ○ 5th Grade (scores below 4th grade NYS cut score)
Diagnostic Tests of demonstrated technical qualities: <ul style="list-style-type: none"> ● Elementary wide curriculum based universal screenings (given in September, January and April)/progress monitoring, <ul style="list-style-type: none"> ○ Composite Scores (average score is below the 40th percentile): <ul style="list-style-type: none"> ■ Phonemic Awareness ■ Letter Sounds ■ Decoding ■ Word Reading ■ Reading Fluency ■ Basic Comprehension 	Diagnostic Tests of demonstrated technical qualities: <ul style="list-style-type: none"> ● Elementary wide curriculum based universal screenings (given in September, January and April)/progress monitoring, <ul style="list-style-type: none"> ○ Composite Scores (average score is above the 40th percentile): <ul style="list-style-type: none"> ■ Phonemic Awareness ■ Letter Sounds ■ Decoding ■ Word Reading ■ Reading Fluency ■ Basic Comprehension
Review of classroom performance, grades, records: <ul style="list-style-type: none"> ● Teacher observations ● In Class assignments 	Review of classroom performance, grades, records: <ul style="list-style-type: none"> ● Teacher observations ● In Class assignments

Grades 6-8 ELA

<p style="text-align: center;">Entrance</p> <p style="text-align: center;">Uniformly applied procedure using multiple assessments for identifying eligible students including criteria:</p>	<p style="text-align: center;">Exit</p> <p style="text-align: center;">Uniformly applied procedure using multiple assessments for determining a student no longer requires services including criteria:</p>
<p>Developmentally appropriate measures:</p> <ul style="list-style-type: none"> ● Classroom teacher's curriculum-based benchmark assessments (given every 10 weeks), <ul style="list-style-type: none"> ○ Essay (average score is below a 2 of a 4 point rubric/new rubric below a 65%): <ul style="list-style-type: none"> ■ Use of Evidence (selecting, describing, and explaining) ■ Focus and Logical Structure ■ Conventions (sentence completion, punctuation, citation of direct quotes) ○ Reading Assessment (scores below a 70%) ○ Constructed Response (scores below a 75%) <p>and/or:</p> <ul style="list-style-type: none"> ● NYS ELA Exam <ul style="list-style-type: none"> ○ 6th Grade (scores below 5th grade NYS cut score) ○ 7th Grade (scores below 6th grade NYS cut score) ○ 8th Grade (scores below 7th grade NYS cut score) 	<p>Developmentally appropriate measures:</p> <ul style="list-style-type: none"> ● Classroom teacher's curriculum-based benchmark assessments (given every 10 weeks), <ul style="list-style-type: none"> ○ Essay (average score is above a 2 of a 4 point rubric/above a 65%): <ul style="list-style-type: none"> ■ Use of Evidence (selecting, describing, and explaining) ■ Focus and Logical Structure ■ Conventions (sentence completion, punctuation, citation of direct quotes) ○ Reading Assessment (scores above a 70%) ○ Constructed Response (scores above a 75%) <p>and/or:</p> <ul style="list-style-type: none"> ● NYS ELA Exam <ul style="list-style-type: none"> ○ 6th Grade (scores above 5th grade NYS cut score) ○ 7th Grade (scores above 6th grade NYS cut score) ○ 8th Grade (scores above 7th grade NYS cut score)
<p>Diagnostic Tests of demonstrated technical qualities:</p> <ul style="list-style-type: none"> ● Grades 6-8: <ul style="list-style-type: none"> ○ mClass diagnostic for reading fluency (scores below or well below grade level in reading and basic comprehension) 6th only ○ Amplify Solo Activities (average score over 10 weeks is below a 75%) ○ Amplify Write Activities (average score over 10 weeks is below a 75%) ○ Amplify Reading and Writing Interim 1 (scores below a 50%) 	<p>Diagnostic Tests of demonstrated technical qualities:</p> <ul style="list-style-type: none"> ● Grade 6 <ul style="list-style-type: none"> ○ mClass diagnostic for reading fluency (scores on or above grade level in reading and basic comprehension) 6th only ○ Amplify Solo Activities (average score over 10 weeks is above a 75%) ○ Amplify Write Activities (average score over 10 weeks is above a 75%) ○ Amplify Reading and Writing Interim 2 (scores above a 50%)
<p>Review of classroom performance, grades, records:</p> <ul style="list-style-type: none"> ● Failing Grade in ELA based on academic performance 	<p>Review of classroom performance, grades, records:</p> <ul style="list-style-type: none"> ● Passing Grade in ELA based on academic performance

Grades 9-12 ELA	
<p>*Entrance</p> <p>Uniformly applied procedure using multiple assessments for identifying eligible students including criteria:</p>	<p>*Exit</p> <p>Uniformly applied procedure using multiple assessments for determining a student no longer requires services including criteria:</p>
<p>Developmentally appropriate measures:</p> <ul style="list-style-type: none"> • (Grades 9-12) Classroom teacher's curriculum-based assessments aligned to the skills on the NYS ELA exam, and/or: • Local assessment aligned using archived NYS ELA exams <ul style="list-style-type: none"> ○ Local assessments with test items aligned and modeled after archived NYS ELA test items (all parts) 	<p>Developmentally appropriate measures:</p> <ul style="list-style-type: none"> • (Grades 9-12) Classroom teacher's curriculum-based assessments aligned to the skills on the NYS ELA exam, and/or: • Local assessment aligned using archived NYS ELA exams <ul style="list-style-type: none"> ○ Local assessments with test items aligned and modeled after archived NYS ELA test items (all parts)
<p>Tests of demonstrated technical quality:</p> <ul style="list-style-type: none"> • Only for Grade 9 AIS <ul style="list-style-type: none"> ○ Level 1 or 2 on the NYS Grade 8 ELA Assessment (or scoring below NYSED "cut" scores), or: ○ Teacher recommendation based on student performance on locally developed common summative assessments. • Grade 10, 11, 12 AIS <ul style="list-style-type: none"> ○ Teacher recommendation based on student performance on locally developed common summative assessments and/or: ○ Informal observations and instructional data that affect a student's consistent performance and progress 	<p>Tests of demonstrated technical quality:</p> <ul style="list-style-type: none"> • Only for Grade 9 AIS <ul style="list-style-type: none"> ○ Level 3 or 4 on NYS Grade 8 ELA Assessment and/or: ○ Teacher recommendation based on student performance on locally developed common summative assessments. • Grade 10, 11, 12 AIS <ul style="list-style-type: none"> ○ Teacher recommendation based on student performance on locally developed common summative assessments.
<p>Other:</p> <ul style="list-style-type: none"> • Review of classroom performance, grades, attendance, and records • A failing grade in ELA based on academic performance 	<p>Other:</p> <ul style="list-style-type: none"> • Review of classroom performance, grades, attendance, and records • A passing grade in ELA based on academic performance

Grades K-5 MATH	
Entrance Uniformly applied procedure using multiple assessments for identifying eligible students including criteria:	Exit Uniformly applied procedure using multiple assessments for determining a student no longer requires services including criteria:
Developmentally appropriate measures: <ul style="list-style-type: none"> Eureka Math End of Module Tests (Average score is below 70%) and/or: <ul style="list-style-type: none"> NYS ELA Exam <ul style="list-style-type: none"> 4th Grade (scores below 3rd grade NYS cut score) 5th Grade (scores below 4th grade NYS cut score) 	Developmentally appropriate measures: <ul style="list-style-type: none"> Eureka Math End of Module Tests (Average score is above 70%) and/or: <ul style="list-style-type: none"> NYS ELA Exam <ul style="list-style-type: none"> 4th Grade (scores below 3rd grade NYS cut score) 5th Grade (scores below 4th grade NYS cut score)
Diagnostic Tests of demonstrated technical qualities: <ul style="list-style-type: none"> Elementary wide curriculum based universal screenings (given in September, January and April)/progress monitoring, <ul style="list-style-type: none"> Composite Scores (average score is below the 40th percentile): <ul style="list-style-type: none"> Counting Number ID Missing Number Qty Discrimination Math Facts Next Number Student performance on diagnostic screening ie., STAR Math, IXL, iReady, MobyMax, etc. and/or: <ul style="list-style-type: none"> NYS ELA Exam <ul style="list-style-type: none"> 4th Grade (scores below 3rd grade NYS cut score) 5th Grade (scores below 4th grade NYS cut score) 	Diagnostic Tests of demonstrated technical qualities: <ul style="list-style-type: none"> Elementary wide curriculum based universal screenings (given in September, January and April)/progress monitoring, <ul style="list-style-type: none"> Composite Scores (average score is below the 40th percentile): <ul style="list-style-type: none"> Counting Number ID Missing Number Qty Discrimination Math Facts Next Number Student performance on diagnostic screening ie., STAR Math, IXL, iReady, MobyMax, etc. and/or: <ul style="list-style-type: none"> NYS ELA Exam <ul style="list-style-type: none"> 4th Grade (scores below 3rd grade NYS cut score) 5th Grade (scores below 4th grade NYS cut score)
Review of classroom performance, grades, records: <ul style="list-style-type: none"> Teacher observations In Class assignments 	Review of classroom performance, grades, records: <ul style="list-style-type: none"> Teacher observations In Class assignments

Grades 6-12 Math	
Entrance Uniformly applied procedure using multiple assessments for identifying eligible students including criteria:	Exit Uniformly applied procedure using multiple assessments for determining a student no longer requires services including criteria:
Tests of demonstrated technical quality: <ul style="list-style-type: none"> Grades 6-9 AIS <ul style="list-style-type: none"> Level 1 or 2 on the NYS Mathematics Assessment (or scoring below NYSED “cut” scores) AND/OR <ul style="list-style-type: none"> Teacher recommendation (Failing grade in Mathematics based on academic performance or attendance), <i>and/or</i> Student performance on diagnostic screening ie., STAR Math, IXL, iReady, MobyMax, etc. Grade 10, 11, 12 AIS <ul style="list-style-type: none"> Students' subsequent mathematics course(s) will be determined based upon their previous years' math state assessment scores (see mathematics pathways attached below) Other considerations: <ul style="list-style-type: none"> Teacher recommendation Student performance on diagnostic screening ie., STAR Math, IXL, iReady, MobyMax, etc. 	Tests of demonstrated technical quality: <ul style="list-style-type: none"> Grades 6-9 AIS <ul style="list-style-type: none"> Level 3 or 4 on the NYS Mathematics Assessment (or scoring above NYSED “cut” scores), AND <ul style="list-style-type: none"> Teacher recommendation (Passing grade in Mathematics based on academic performance or attendance), <i>and/or</i> Student performance on diagnostic screening ie., STAR Math, IXL, iReady, MobyMax, etc. Grade 10, 11, 12 AIS <ul style="list-style-type: none"> Students' subsequent mathematics course(s) will be determined based upon their previous years' math state assessment scores (see mathematics pathways attached below) Other considerations: <ul style="list-style-type: none"> Teacher recommendation Student performance on diagnostic screening ie., STAR Math, IXL, iReady, MobyMax, etc.

Grade	Mathematics Pathway Suggestions										
6	Math 6 (Math Lab/AIS)										
7	Math 7 (Math Lab/AIS)										
8	Math 8 (AIS)				Math 8			Math 8 with Accelerated Track: Algebra I			
9	PreAlgebra				Algebra I (GC1)			Geometry (GC2)			
10	Algebra I (GC1)				Geometry (GC2)			Algebra II			
11	Intermediate Algebra		Geometry (GC2)		Intermediate Algebra		Algebra II		College Algebra		PreCalc/Calc
	Personal Finance										
	Prob/Stats										
12	(Elective)	TC3 College Algebra	Algebra II	TC3 College Algebra	Algebra II	TC3 College Algebra	PreCalc/Calc	PreCalc/Calc	(Elective)		
	Personal Finance										
	Prob/Stats										

Grades 6-12 Science	
<p>*Enter</p> <p>Uniformly applied procedure using multiple assessments for identifying eligible students including criteria:</p>	<p>*Exit</p> <p>Uniformly applied procedure using multiple assessments for determining a student no longer requires services including criteria:</p>
<p>Tests of demonstrated technical quality:</p> <ul style="list-style-type: none"> Grades 6-9 AIS <ul style="list-style-type: none"> Level 1 or 2 on the NYS Science 5 or 8 Assessment (or scoring below NYSED “cut” scores) <p>AND</p> <ul style="list-style-type: none"> Teacher recommendation (Failing grade in Science based on academic performance or attendance) Grade 10, 11, 12 AIS <ul style="list-style-type: none"> Students' subsequent science course will be determined upon their previous years' science state assessment scores and course averages (see science pathways attached below) Other considerations: <ul style="list-style-type: none"> Teacher recommendation 	<p>Tests of demonstrated technical quality:</p> <ul style="list-style-type: none"> Grades 6-9 AIS <ul style="list-style-type: none"> Level 3 or 4 on the NYS Science 5 or 8 Assessment (or scoring above NYSED “cut” scores), <p>AND</p> <ul style="list-style-type: none"> Teacher recommendation (Passing grade in Science based on academic performance or attendance) Grade 10, 11, 12 AIS <ul style="list-style-type: none"> Students' subsequent science course will be determined upon their previous years' science state assessment scores and course averages (see science pathways attached below) Other considerations: <ul style="list-style-type: none"> Teacher recommendation

Grade	Science Pathway Suggestions				
6	Science 6				
7	Science 7	Accelerated Science 7			
8	Science 8	Living Environment			
9	Living Environment	Earth Science			
10	Earth Science	Chemistry	Anatomy	Applied Science	Environmental Science
11	Chemistry	Physics	Exploratory Laboratory		
	Environmental Science				
	Anatomy				
	Applied Science				
	Forensics				
12	Physics	Exploratory Laboratory	Edge Chemistry		

Grades 9-12 Social Studies

*Enter Uniformly applied procedure using multiple assessments for identifying eligible students including criteria:	*Exit Uniformly applied procedure using multiple assessments for determining a student no longer requires services including criteria:
Developmentally appropriate measures: <ul style="list-style-type: none"> Classroom teacher’s curriculum-based assessments aligned to the skills on the Global History and United States History exams and/or: Local assessment aligned using archived NYS Global History and United States History exams <ul style="list-style-type: none"> Local assessments with test items aligned and modeled after archived NYS test items (all parts) 	Developmentally appropriate measures: <ul style="list-style-type: none"> Classroom teacher’s curriculum-based assessments aligned to the skills on the Global History and United States History exams and/or: Local assessment aligned using archived NYS Global History and United States History exams <ul style="list-style-type: none"> Local assessments with test items aligned and modeled after archived NYS test items (all parts)
Tests of demonstrated technical quality: <ul style="list-style-type: none"> Teacher recommendation based on student performance on locally developed common summative assessments. and/or: Informal observations and instructional data that affect a student’s consistent performance and progress and/or: A failing grade on a Social Studies Regents Exam 	Tests of demonstrated technical quality: <ul style="list-style-type: none"> Teacher recommendation based on student performance on locally developed common summative assessments. and/or: Informal observations and instructional data that affect a student’s consistent performance and progress and/or: A passing grade on a subsequent Social Studies Regents Exam
Other: <ul style="list-style-type: none"> Review of classroom performance, grades, attendance, and records A failing grade in Social Studies based on academic performance 	Other: <ul style="list-style-type: none"> Review of classroom performance, grades, attendance, and records A passing grade in Social Studies based on academic performance

CCS AIS Sample Entrance Letter

Date _____

Dear Parent/Guardian _____,

The NYS Education Department mandates that school districts provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not meeting the NYS learning standards. Your child _____ has been identified as a student in need of AIS for **high school English** services.

Please be advised that your student must satisfactorily meet the NYS learning standards in **secondary English**. This includes **passing the NYS English regents** and failure to do so will prevent him/her from receiving a NYS high school diploma. The learning standards associated with the regents will be assessed at each grade level during your child's secondary education.

The following criteria was considered before placing your child in AIS:

For ninth grade students only:

- Level 1 or 2 on the NYS Grade 8 ELA Assessment (or scoring below NYSED "cut" scores), or:
- Teacher recommendation based on student performance on locally developed common summative assessments.

For grades 10-12 students:

- Teacher recommendation based on student performance on locally developed common summative assessments and/or:
- Informal observations and instructional data that affect a student's consistent performance and progress

Criteria for Placement and Minimum score	Level of performance
<i>Examples:</i> <i>Grade 9: less than a 3 on ELA 8 test</i> <i>Grade 10: less than a 65 on the final exam</i> <i>Grade 11: less than a 65 on the regents</i>	
Other factors considered: <ul style="list-style-type: none">● Example: failing averages for more than half of the student's summative assessments● Example #2: poor attendance, poor study skills, etc.	

On-going evaluation using numerous assessments will determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood that your child will meet the NYS graduation requirements.

CCS AIS Sample Exit Letter

Date

Dear Parent/Guardian Name,

Please be notified that your child is discontinuing Academic Intervention Services in **High School English**.

Your child's **High School English** Academic Intervention Services (AIS) began on: _____

Your child's **High School English** Academic Intervention Services (AIS) ended on: _____

The following criteria were used to **place** your student in AIS:

- *Example: failed the English 9 final with a 63*
- *Example #2: an average of 60% on summative assessments in English 9*

The following **exit criteria** show that he/she is showing satisfactory progress towards meeting the NYS Learning Standards in Secondary **English**:

- *Example: earned a passing score of 70% on the English 10 final*
- *Example #2: earned a passing average of 74% on summative assessments in English 10*

Resources:

[RtI Copenhagen CSD Board of Education Policy Manual](#)

[RtI Guidance](#)

[AIS Copenhagen CSD Board of Education Policy Manual](#)

[AIS: Questions & Answers](#)

[A Guide to Academic Intervention Services](#)